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ABSTRACT

Sacramento City College (SCC) established its Re-Entry Services program to provide information, referral and support services to students returning to the academic environment after an absence. Since the inception of the program in 1977, the college community has changed considerably. Among these changes are an aging student population, increased enrollment by women and part-time students, the proliferation of nontraditional job training opportunities, and an increased emphasis on sex equity on campus. Prepared in response to these changes, this report provides a comprehensive plan for SCC's Re-Entry Services. The plan's major components address the need to: (1) provide academic, vocational, and personal advising and refer students to appropriate ancillary services and information resources; (2) offer support services for the retention of re-entry students, including workshops, financial aid, and role models; (3) provide resources for career exploration which emphasize freedom of career choice without regard to traditional sex or ethnic stereotyping; (4) maximize community outreach for the recruitment of potential students; and (5) ensure that the program is staffed and managed well. For each component, specific objectives are stated, along with planned activities and methods of evaluating the achievement of the objectives. The plan includes background information on the program, the need for re-entry services, enrollment trends, cost information, and an outline of the expansion of services. In addition, newly developed job descriptions, case histories of successful program participants, and information concerning the use of Carl D. Perkins Vocational Education Act single parent/homemaker and sex bias funds are provided. (ALB)

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Sacramento City College
Re-entry Services

Comprehensive Plan

June 1988

Prepared by
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JC 890 360

ADVISORY COMMITTEE 1988-89

Re-Entry Services acknowledges and thanks those of the Sacramento City college staff, faculty and administration who have consented to serve as an advisory committee to the Re-Entry Services program, and have contributed to the completion of the Re-Entry Comprehensive Plan:

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Sue Payne	Counselor
Kathy Warriner	Gender Equity Coordinator

The program also thanks Carol McKenzie for her support and assistance.

ABSTRACT

Since the inception of Re-Entry Services at Sacramento City College in 1977, the college community and program have changed considerably. Among these changes are an aging student population, increased enrollment by women and part-timers, the proliferation of non-traditional job training opportunities supported by federal legislation, and an increased emphasis on sex equity in campus programs.

This comprehensive plan is designed for practical implementation of college resources for the changing enrollment. The plan's major components address the need to:

- provide for an upgraded specialist position and adequate support staff by augmenting existing federal funds (Carl Perkins Act).
- augment the student matriculation process to address the special needs of returning students
- provide for outreach, recruitment and cooperative community endeavors
- assist students with career planning, job exploration and placement
- provide for self-assessment, groups, workshops and seminars
- provide information for entry into non-traditional occupations and overcoming sex bias
- the development of a marketing plan to publicize the program services

The broad intent is to incorporate the plan into existing college and community services.

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RE-ENTRY SERVICES AND RESOURCE CENTER

PHILOSOPHY

Re-Entry Services was established to focus primarily on the unique needs of all students returning to the academic environment after an absence. The Center provides re-entry students with special referral support services and assistance in exploring their career options and the academic programs available at Sacramento City College.

GOAL

The mission of Re-Entry Services is to recruit, retain, and provide support services for returning students.

DESCRIPTION AND PURPOSE OF PROGRAM

Re-Entry Services is a starting point for the returning student which provides college and career information, as well as referrals to campus and community resources. The Center also offers support groups and workshops designed to help students adjust to college and ensure successful life and career transitions by realizing their educational, vocational and personal goals.

TARGET POPULATION

Students initially drop out of school because of personal and institutional obstacles such as moving, employment, raising a family, indecisiveness about a major to pursue, lack of confidence, poor grades, and financial/family problems.

Students return to school and choose community colleges for various reasons: to obtain marketable job skills for increased earning power, self-improvement and personal enhancement, occupational change, preparation for four-year transfer, smaller classes and low cost, quality education. College can provide students with skills to establish their intellectual worth, individuality, and career options. There is a positive correlation between level of education and paid employment.

According to the January 1988 ten year summary report, Los Rios and Its Students: Ten-Year Trends and Implications, by Jan Coffey, Director of Planning and Research, part-time students now represent three-quarters of the Los Rios population, and women continue to constitute a majority of the student body, growing from 53.9% in 1978 to 58% in the fall of 1987. In addition, the

study found that the Los Rios student body is aging, with more than half the students over 24 years of age. Sacramento City College student profile statistics for 1987-88 also indicate dramatic demographic changes in returning student enrollments. During the Spring, 1988 semester, the returning student category showed the greatest increase of any category.

NEED FOR RE-ENTRY SERVICES

Traditional students are more familiar with academia because they have not been away from an educational environment, whereas the resumers need more help to feel acclimated and develop confidence. There are many concerns of Re-Entry students: undeveloped skills, survival skills, age, finances, child care, multiple roles, lack of self-confidence and self-esteem. Many students have not clarified their academic and vocational goals, and Re-Entry helps students explore their options and opportunities.

Returning college students have relatively high needs for financial aid, advisement about major and course selection, educational and vocational counseling, credit for life experiences, referrals to campus and community services (at low cost), provision of adequate child care, support services and workshops designed to inform and assist Re-Entry students. Also needed is a separate supportive environment for sharing individual and common concerns, to interact with other returning students who are going through similar transitions, as well as development of resource people and positive role models. Student follow-up and evaluation of programs and services is critical.

Women's roles in society have changed radically and there is a need to provide alternatives to divorced, unskilled women and displaced homemakers who re-enter the work force after a prolonged absence. There is a need to enhance the educational and career equity opportunities for adults in transition, and to alleviate the stress of fear and anxiety. In order to achieve and compete, these students also need to develop and strengthen assertiveness and decision-making skills.

Legislation for a segment of the re-entry population was passed in Fall, 1985, and will have an impact on the college's ability to provide support services to this population. Assembly Bill 2580 (Konnyer), Greater Avenues for Independence (GAIN) provides for job training for welfare recipients through a variety of support services, including vocational assessment and counseling, job training, work experience and job search skills. The legislation also provides for child care, personal counseling and other critical support services.

In those colleges which currently have GAIN programs, students "criticized regular college counseling services, citing difficulties in scheduling appointments, long waiting lists for appointments, too brief counseling sessions, and counselors who are uninformed about GAIN. More coordination between county GAIN office and colleges was needed, they stated, especially in those locations where there was no college GAIN coordinator/counselor to inform students about the interrelationship of GAIN and the community colleges." (GAIN Survey/Study Summary Report, Chancellor's Office, California Community Colleges, March, 1988.)

In another study, 100% of the single parents/displaced homemakers surveyed indicated a need for services designed specifically for their population, and on an index of helpfulness scale, 1.00 = low; 5.00 = high, they rated the following programs, thus:

Vocational program Counseling	4.38
Re-entry counseling	4.60
Orientation to special programs	4.22
Re-entry program	4.64
Women's center	4.83
Career interest testing	4.40
Child care services	4.22

(Beyond Compliance, Needs Assessment for: Special Student Populations. Cornell Education Management, Planning Inc. for Chancellor's Office, California Community Colleges, October, 1987.)

These students have much to gain, but also much to contribute, as a result of life and work experiences, maturity, and motivation. Re-Entry students bring a different perspective into the classroom and are a beneficial influence on younger, less-experienced learners. There is a need to increase efforts to sensitize faculty and staff to needs of returning students through in-service workshops.

Students who have made this re-entry transition report heightened self-confidence, a sense of self-worth, respect of friends and family, the intellectual stimulation of the learning experience itself, and the promise of a job, a better job or a new career. The rewards are worth the effort. ("Re-Entry Women: A Growing and Unique College Population," J. Conrad Glass, Ph.D.)

TEN-YEAR DISTRICT TRENDS (From Coffey, 1988, previously cited)

The enrollment and demographic characteristics of the district's widely varied student clientele are the major influence on the future of the colleges. The district trends of the last ten years are compared with forecasts of trends for the four-county Sacramento region to produce implications for programs and services.

- While young, "typical college-age" students (18 - 20 years old) still constitute the largest single age group (26.3%), the student body has aged considerably, with the 30-39 group being by far the fastest growing.

- In contrast to 1978, over half of the district's students are now over age 24.

- Women continue to constitute the majority of the district's students, and their proportion increased to 58% in Fall 1987.

- The trend since 1978 has been toward an increasing proportion of women students, a trend also found throughout higher education in California and nationally.

SACRAMENTO REGION PROJECTED TRENDS

Based on results of the California Postsecondary Education Commission's "Enrollment Simulation Model," the changes projected for the four-county Sacramento region between 1985 and 2000 are as follows:

- The Sacramento region is the second fastest growing region in California, behind the San Bernardino/Riverside areas.

- El Dorado and Placer counties will double in population between 1980 and 2000, while Sacramento and Yolo will grow by 40% and 50%, respectively.

- The Sacramento region will experience some decline in the 15-29 age group, but less than the state as a whole.

- The fastest growing group will be the middle-aged (35-49), which will double between 1980 and 1995. Those who are retirement age (65 and older) constitute the second fastest growing group.

IMPLICATIONS FOR PLANNING

Given the demographic trends of the last ten years in the Los Rios student population, and the probable future changes in our student clientele, the implications for programs, student services, and facilities planning can be summarized as follows:

- Schedules that are more convenient for our older, part-time, and working students, including more flexibility and increased choice in time and location of courses and programs.

- More short-term, intensive classes as alternatives to semester-length courses.

- Increasing numbers of programs targeted for women.

- Expanded services such as child care and financial aid in support of the many working, often single parents who attend our colleges

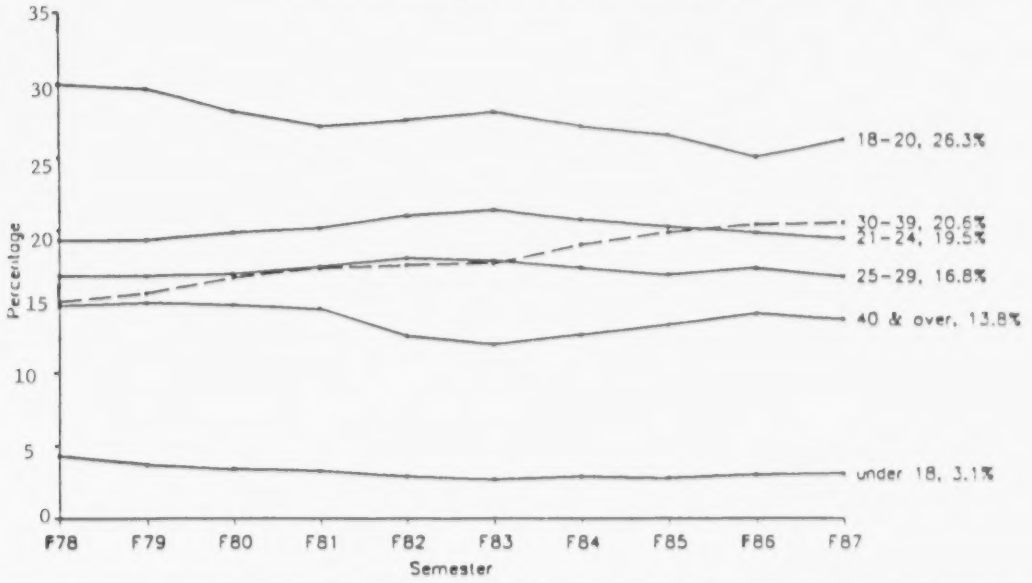
- Increased focus on non-traditional job training opportunities for women and ethnic minorities through our vocational education programs.

- Increased attention to counseling to help students balance the demands of job, family, and school.

- Analysis of the level and scope of services needed by an older student population.

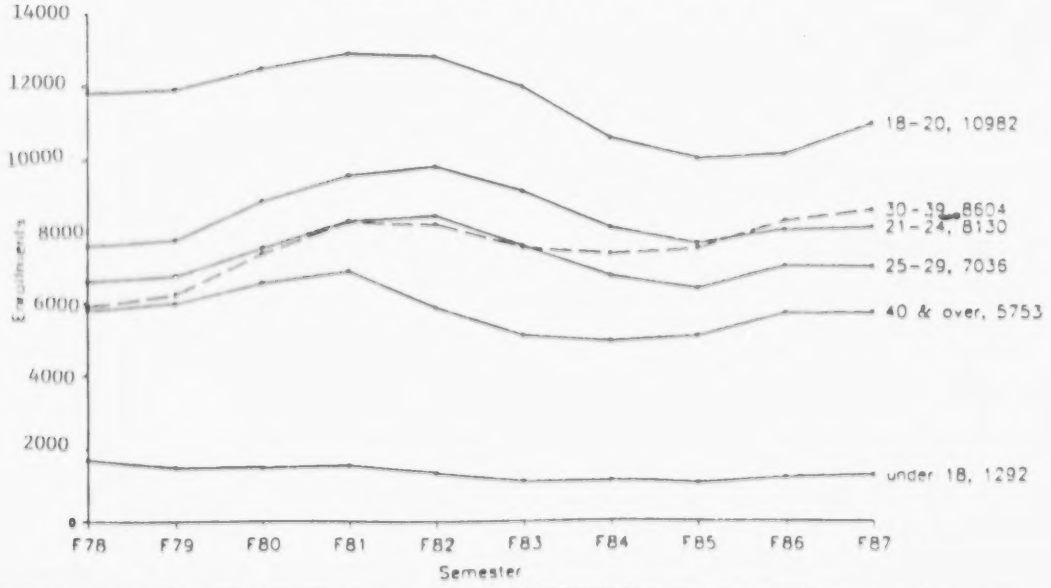
District Age Groups – Percentages

(Based on Fall Student Characteristics Reports)



District Age Groups – Numbers

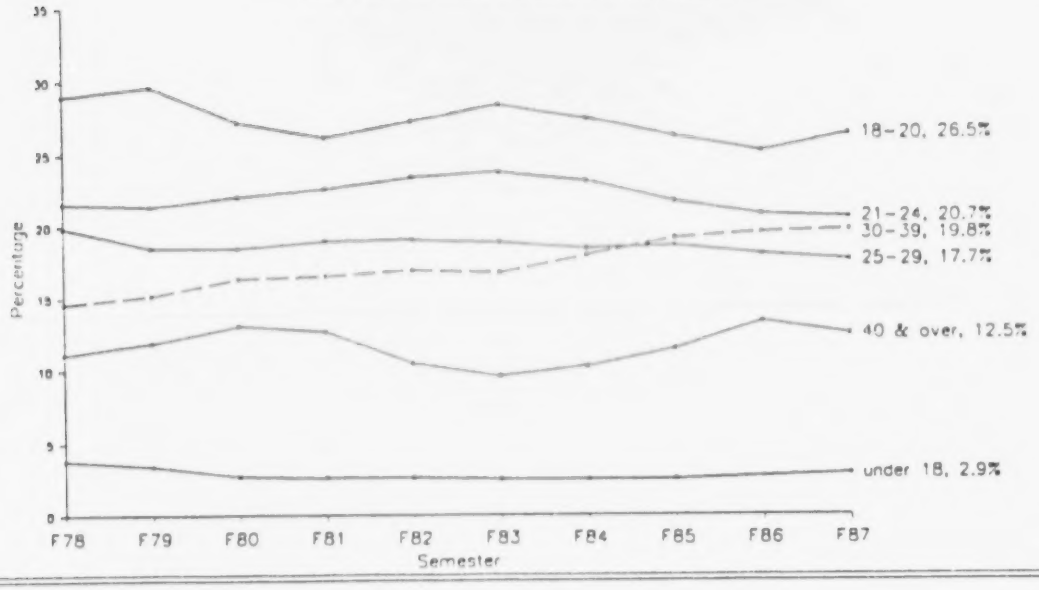
(Based on Fall Student Characteristics Reports)



Source: Los Rios and its Students: Ten-Year Trends and Implications
Los Rios Community College District, January, 1988

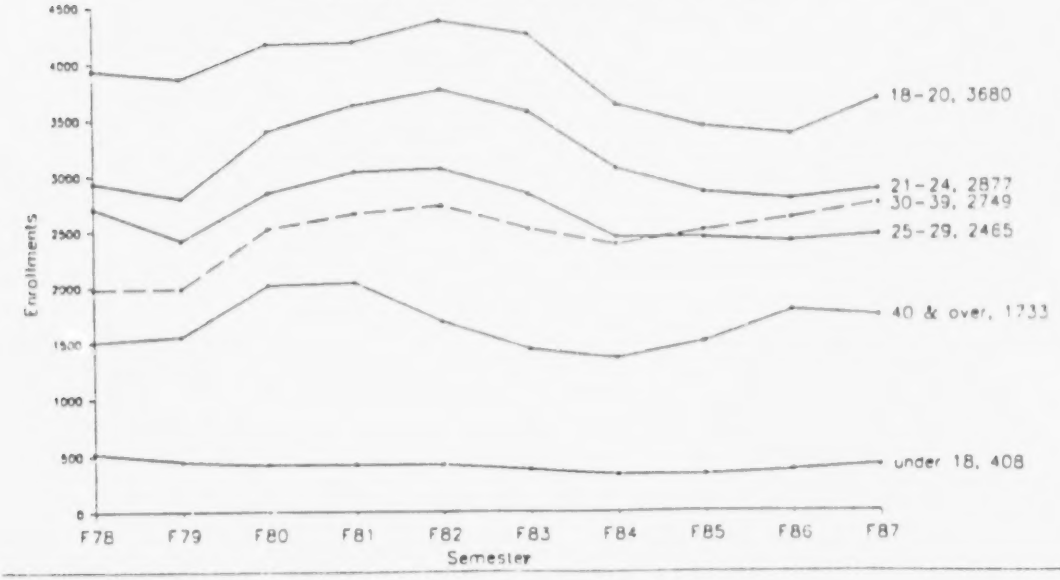
SCC Age Groups – Percentages

(Based on Fall Student Characteristics Reports)



SCC Age Groups – Numbers

(Based on Fall Student Characteristics Reports)



Source: Los Rios and its Students: Ten-Year Trends and Implications
Los Rios Community College District, January, 1988

HISTORICAL REVIEW OF SACRAMENTO CITY COLLEGE RE-ENTRY SERVICES

In 1977 in order to meet the needs of the increasing number of women returning to school, a Women's Center was opened. The original purpose was "a multi-service center for all students who seek its services. Its special area of emphasis was knowledge and expertise on the subject of women's issues and needs". The rationale for the Women's Center was recognition of many social, economic, and personal inequities and obstacles to a woman seeking and completing a program of higher learning. The goal was to provide women with a supportive environment and services so they could successfully complete a course of study at Sacramento City College.

The typical student was a woman in her 30's or 40's, who was a single parent, had been out of school for 10-20 years, had serious doubts about her capabilities, and had not defined her educational goals.

In 1978, the Women's Center was relocated from the portables near the baseball facility to Rodda North, Room 138. Subsequently from Fall 1982 until Spring 1986, the program coordination was assumed by a counselor on a part-time basis with staff support of a 50% student personnel assistant and four student assistants. The Women's Center was open from 9:00 a.m. to 2:00 p.m. daily. In 1985 the name was changed to the Re-Entry and Women's Center.

The major accomplishments during these years were to make the center more accessible to all students, not just women, and to more closely coordinate events with classroom activities and the needs of students, as defined by periodic surveys and questionnaires.

A 1985 school accreditation team recommended relocation of the Assessment Center. In 1986 it was relocated to Rodda North 138 and the Re-Entry and Women's Center was moved to the Career Planning and Placement area in Counseling services. It was placed under the direct supervision of the program coordinator. During this time the name was changed to Re-entry Services and the office hours extended from 8:00 a.m. to 4:30 p.m.

In November of the same year, a temporary, 50% student personnel assistant was hired to coordinate the program. She was assisted by a part-time clerk, a CSUS part-time graduate intern, and student staff. Though the program under the reorganization began late in the 1986-87 school year, much was accomplished: a re-entry support group was formed; program publicity regularly appeared in all major area newspapers; a monthly newsletter and brochure were designed to inform students and the community of the program services; 19 workshops (in which 15 faculty participated) were presented, three of which were video taped for cable viewing; and the program was represented by staff on community boards and committees such as California Advocates for Re-entry Education (C.A.R.E.), the Y.W.C.A., and Women's Stress Alternatives.

During the summer of 1987 the Re-Entry student personnel assistant found other employment. Because of fiscal uncertainties and other personnel concerns, the position was not again filled until December. However, budget changes and the late start-up date allowed the position to be filled on a 75% basis; and though still classified as a temporary position, it was increased to 100% late in the

Spring semester because of work load and program needs. The position is currently supported by a 50% temporary clerk and college work study staff. And again, though a short year, the program experienced some successes such as extensive publicity and community outreach to such diverse groups as the Sacramento Women's Network, U.S. Department of Housing and Urban Development, Migrant Children's Education, the Y.W.C.A., American Business Women Association, and the National Organization of Women.

Re-Entry Services also co-sponsored events with community organizations: "Issues of Race, Class, and Gender; A Multicultural Symposium" with the Y.W.C.A.; and the Annual Blisters for Sisters. The Women's Trade Faire, co-sponsored with the Sacramento Women's Network, was held in June of this year.

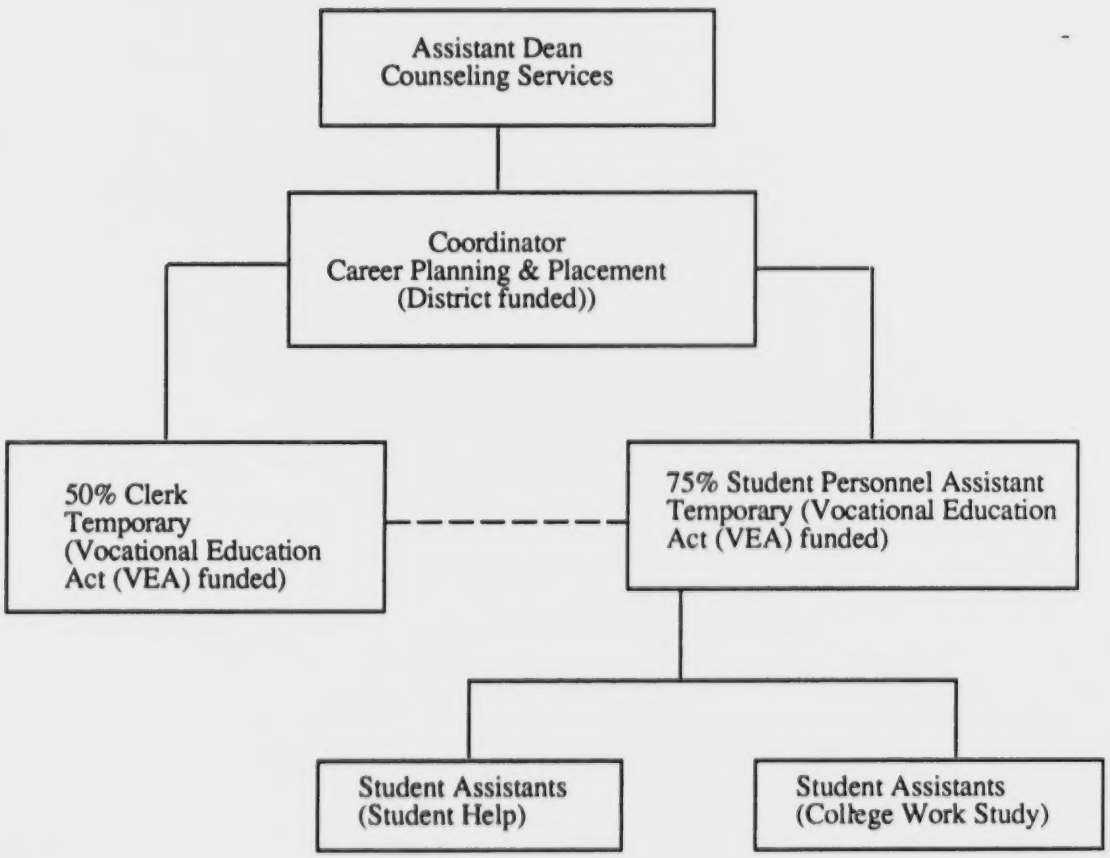
In addition to the outreach activities, 11 on-campus events and workshops were held; a close working relationship was also developed with the Women's Issues Group and other campuses organizations, as well as college faculty.

ORGANIZATION AND ADMINISTRATION

Re-entry Services is currently a program of Counseling Services and is coordinated by a part-time (Vocational Education Act (VEA) funded) Student Personnel Assistant under the supervision of the Coordinator of Career Planning and Placement (District funded). Assistance is provided by a half time clerk, also Vocational Education Act (VEA) funded and College Work Study and Student Help assistants.

If additional funds become available to provide more comprehensive services, the Student Personnel Assistant Coordinator's position would be up-graded and additional staff hired.

CURRENT TABLE OF ORGANIZATION



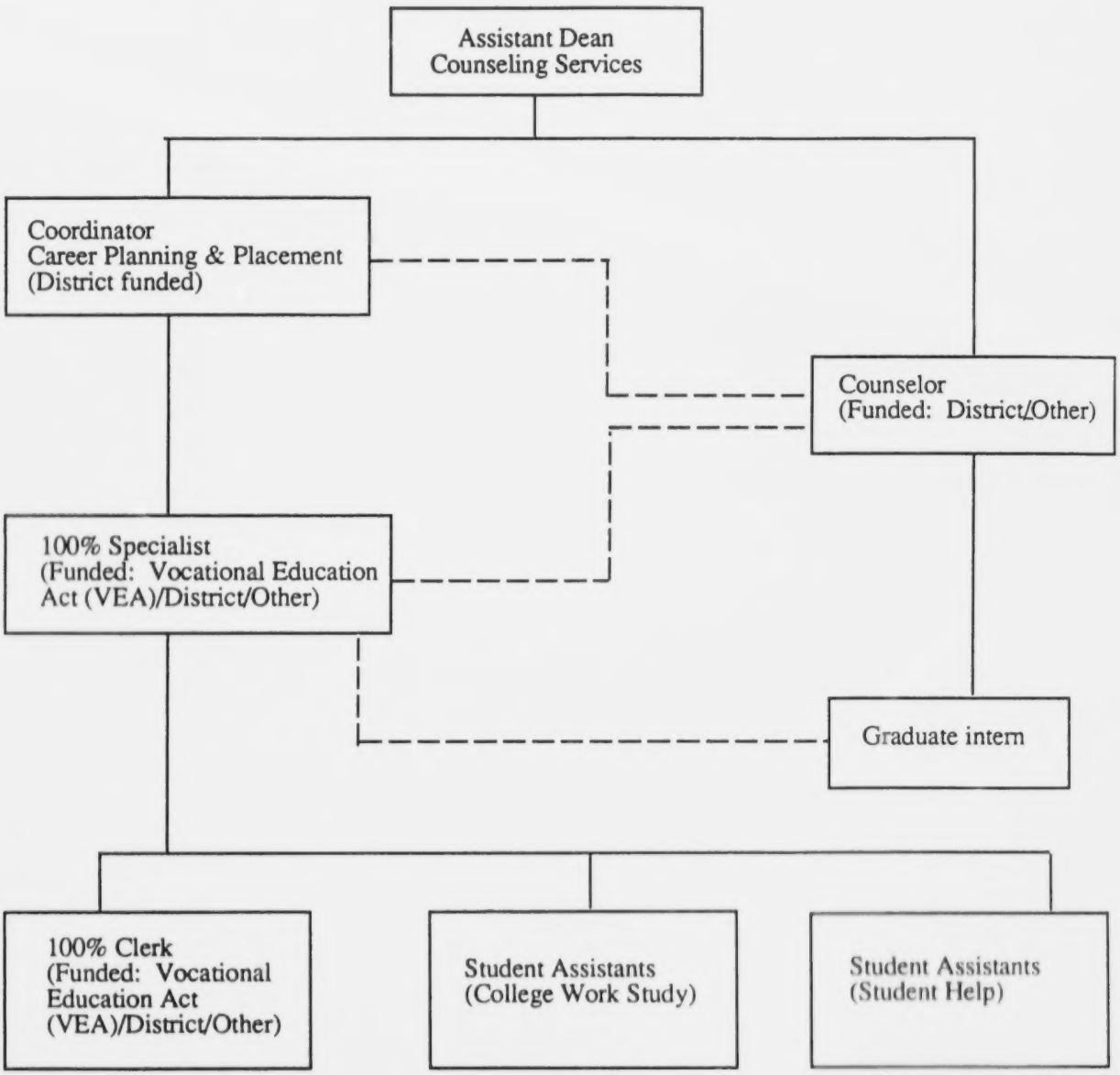
CURRENT FUNDING

Re-Entry Services is funded through Vocational Educational Act (VEA) funds. (The Coordinator of Career Planning and Placement is funded through district funds). These funds provide for temporary staff, student help, equipment, supplies and travel.

CURRENT BUDGET 1987-88

	District	VEA
Certificated salaries (District funded)	$43,300	
75% Student Personnel Assistant		$ 9,072
Student Personnel Assistant benefits		3,357
50% Clerical		4,207
50% Clerical benefits		1,557
Student Help		5,180
Student Help benefits		119
Supplies		1,000
Conference Travel		250
TOTAL	$43,300	$24,742

EXPANDED SERVICE TABLE OF ORGANIZATION FOR A COMPREHENSIVE RE-ENTRY PROGRAM



ESTIMATED EXPANDED BUDGET
FOR A COMPREHENSIVE RE-ENTRY PROGRAM

	District	VEA
Certificated salary (District funded)	$43,300	
50% Counselor (certificated) (District funded)	14,532	
100% Re-Entry Specialist (19S)		$23,424
Re-Entry Specialist benefits		8,667
100% Clerical (Clerk II)		14,244
Clerical benefits		5,270
Student Help (48 weeks x 40 hours x 4.25 per hour)		8,160
Student Help benefits		188
Supplies		1,500
Conference/Travel		750
TOTAL	$57,832	$62,203

GOALS, OBJECTIVES AND ACTIVITIES

Five major goals are addressed in the Re-Entry Comprehensive Plan

I. Provide Advisory and Referral Services

II. Support and Retention

III. Career Exploration Resources

IV. Community Outreach and Recruitment

V. Program Management

GOAL I - PROVIDE ACADEMIC, VOCATIONAL AND PERSONAL ADVISING, REFERRAL FOR ANCILLARY SERVICES AND RESOURCE INFORMATION

OBJECTIVE	ACTIVITY	EVALUATION
1. Provide on-campus information assistance, advising, and referrals for other services as needed by Re-Entry students.*	1.1 Provide information and referral by appointment or on a drop-in basis for students and potential students.	1.1 Contact forms will be maintained on all students and potential students seeking Re-Entry services.
	1.2 When indicated, as a result of such student contacts or student requests, referrals will be made to appropriate campus student services (e.g., Student Health Services, Financial Aid, Counseling Center, Assessment, Enabling Center, Project Gold) or to instructional components of the college (e.g., Tutoring, faculty).	1.2 Referrals will be indicated on Re-Entry student contact forms.
	1.3 Refer to counselors to assist students in clarifying values and goals in order to decide if going back to school will meet these needs.	1.3 Maintain student referral records. Evaluation forms will provide data on who actually enrolls at Sacramento City College.
	1.4 Provide information on academic programs, registration procedures, and admissions.	1.4 Student contact forms will indicate information provided. Maintain resource information.

*Note: Incorporating advising/counseling into Re-Entry Services will require additional staffing.

GOAL I - PROVIDE ACADEMIC, VOCATIONAL AND PERSONAL ADVISING, REFERRAL FOR ANCILLARY SERVICES AND RESOURCE INFORMATION

OBJECTIVE		ACTIVITY		EVALUATION
2. Provide community referrals, as needed by Re-Entry students.	2.1	When indicated, as a result of student contact or student request, students will be referred to off-campus agencies, organizations, or private sector facilities (e.g., WEAVE, Rape Crisis Center, legal assistance, health services).	2.1	Referrals made will be indicated on Re-Entry student contact forms.
	2.2	Maintain ongoing liaison with related community agencies to ensure good referral system.	2.2	Referral resource list will be maintained and updated yearly (rolodex, bulletin board, files).
	2.3	Contacts will be made with all agencies to which students are referred, with emphasis on those that provide low cost services.	2.3	Referral resource list will be maintained and updated yearly (rolodex, bulletin board, files).
3. Provide resources and research information, as needed by Re-Entry students.*	3.1	Resources will be maintained and made available for students, staff and faculty through Career Planning and Placement. These resources will include books, brochures, files, announcements, career information, cassette tapes, and films, with special emphasis on issues of Re-Entry	3.1	Resources will be available for review in the Re-Entry office.

*Note: Extensive resource maintenance will require additional space.

GOAL I - PROVIDE ACADEMIC, VOCATIONAL AND PERSONAL ADVISING, REFERRAL FOR ANCILLARY SERVICES AND RESOURCE INFORMATION

OBJECTIVE		ACTIVITY		EVALUATION
3. Provide resources and research information, as needed by Re-Entry students.		sex bias, age bias, legislative issues, areas of discrimination, non-traditional jobs, articles and research on self-confidence, problem solving, divorce, drug abuse, parenting, careers and salaries.	3.1	Resources will be available for review in the Re-Entry office.
	3.2	Subscribe to pertinent magazines, books and other resource material.	3.2	Resources will be made available for lending. Library card file will be maintained.

GOAL II - PROVIDE SUPPORT SERVICES FOR RETENTION OF RE-ENTRY STUDENTS

OBJECTIVE	ACTIVITY	EVALUATION
1. Provide ongoing support groups to meet the identified needs of Re-Entry students.*	1.1 Separate men's and women's groups will be established as well as a mixed group, as needed.	1.1 Confidential contact records will be maintained on all students participating in support groups.
	1.2 These groups will meet as needed, and be facilitated by a counselor or supervised intern.	1.2 Confidential contact records will be maintained on all students participating in support groups.
	1.3 Establish criteria for the identification of high risk students. High risk students will be referred to these groups.	1.3 Confidential contact records will be maintained on all students participating in support groups.
2. Develop workshops which will help smooth the transition to college.	2.1 Approximately one workshop a month will be offered, excluding Women's History Month activities and summer session. Possible workshops are: Provide training in such skills as: Basic Study Skills and Refresher Course; Test Anxiety; Financial Planning; Managing Job, Family and School; Non-Traditional Careers for Women; (continued)	2.1 Maintain records.

*Note: Requires part-time counselor allocation.

GOAL II - PROVIDE SUPPORT SERVICES FOR RETENTION OF RE-ENTRY STUDENTS

OBJECTIVE		ACTIVITY		EVALUATION
2. Develop workshops which will help smooth the transition to college.		Assertiveness Training; Career Awareness (Self-Assessment, Exploration of Needs, Interests, Abilities, Interviewing Techniques, Resume Writing, Job Seeking Skills); Transferrable Skills for Displaced Homemakers; Stages of Adult Development and Problems; Stress Management; Values Clarification; and Relationships	2.1	Maintain records.
3. Coordinate with other on-campus services in providing Re-Entry needs.	3.1	Develop and coordinate programs with other student support services and instructional staff (e.g., Math Anxiety Workshop with Learning Center, Math and Counseling Department staffs).	3.1	Records of cooperative agreements with other programs will be maintained.
	3.2	Support expansion of other campus student services, such as child care, to accommodate needs of non-traditional students. Keep apprised of students needs through periodic surveys.	3.2	Maintain records of involvement.
	3.3	Support provision of more late afternoon classes for non-traditional students. Keep apprised of student trends and demographic for needs assessment.	3.3	Maintain records of involvement.

GOAL II - INCREASE SUPPORT SERVICES FOR RETENTION OF RE-ENTRY STUDENTS

OBJECTIVE		ACTIVITY		EVALUATION
3. Coordinate with other on-campus services in providing Re-Entry needs.	3.4	Work closely with other campus services, such as Admissions and Counseling Center to help identify Re-Entry students and refer them to Re-Entry through the matriculation process.	3.4	Maintain records of referrals and contacts made.
	3.5	Coordinate special orientation or reception for Re-Entry students at the beginning of each semester.	3.5	Keep records of special orientations and attendance.
4. Provide role models who will offer guidance, support, information on academic programs and careers.	4.1	Establish on-campus Mentor program for Re-Entry students.	4.1	Maintain list of mentors and students participating.
	4.2	Set up referral system by campus departments.	4.2	Maintain list of mentors and students participating.
	4.3	Expand Mentor Program to include community resources and businesses.	4.3	Maintain records of referrals and students participating.
5. Develop an in-house and external evaluation process to assess effectiveness of programs and services.	5.1	Have participants in programs review the services through annual questionnaires.	5.1	Evaluation will show problems, barriers, successes. Questionnaire results will be kept on file for review.
	5.2	Develop survey with college research staff.	5.2	Distribute on campus and code responses for analysis and report.

GOAL II - PROVIDE SUPPORT SERVICES FOR RETENTION OF RE-ENTRY STUDENTS

OBJECTIVE	ACTIVITY	EVALUATION
6. Follow up on all students who have requested Re-Entry Services.*	6.1 Staff time will be allotted for student follow-up by telephone contact, letters, interviews to determine: a. What happens to students after they leave Sacramento City College? Why do they leave? b. Are students meeting their educational goals? c. Do programs and services meet students needs?	6.1 Consult with Sacramento City College and District Research departments for reports and statistics on Re-Entry students. Data and information generated by the activities will be maintained.
7. Explore scholarships from private industry, women's groups (Sacramento Women's Network), alumni, grant programs, and others.	7.1 Contact community groups and businesses for donations and awards.	7.1 Publicize for awareness of Re-Entry Program.
	7.2 Advertise those scholarships already available.	7.2 Maintain list of scholarships.
	7.3 Explore alternatives to the current structure; have some scholarships available to students when they enter Sacramento City College or for part-time students. Include criteria to encompass age and single parent status.	7.3 Review Sacramento City College scholarship requirements and procedures.
	7.4 Maintain trust account for Blisters for Sisters and other fund raising activities.	7.4 Annual report of expenditures of trust account funds.

*Note: Will require staff and resources beyond current allocation.

GOAL III - PROVIDE RESOURCES FOR CAREER EXPLORATION WHICH EMPHASIZE FREEDOM OF CAREER CHOICE WITHOUT REGARD TO TRADITIONAL SEX OR ETHNIC STEREOTYPING

OBJECTIVE	ACTIVITY		EVALUATION	
1. Maintain and provide access to career exploration computer software programs, such as Discover and Eureka.*	1.1	Computer access is available for current and future student use by appointment and on a drop-in basis through the Career Center.	1.1	All students making their first contact with the Re-Entry office will complete short eligibility form.
	1.2	Availability of Discovery and Eureka will be increased as needed; extend evening hours in Career Center for computer use and resources.	1.2	Maintain records of use.
	1.3	Career information resources will be publicized in student and local newspapers, Re-Entry and Career brochures.	1.3	Maintain records.
2. The use of Re-Entry career information will be integrated with other college support services.	2.1	Re-Entry will be integrated into the matriculation/Student Services referral system.	2.1	Eligibility form will indicate the name of referent.
	2.2	Career Planning and Placement staff will make available in-service career information resources to faculty and student groups.	2.2	Maintain record of in-services and appointment scheduling.
	2.3	Assist with Career Planning and Placement workshops and other events for student employment.	2.3	Maintain calendar of events.

*Note: 1.2 will require additional staff.

GOAL III - PROVIDE RESOURCES FOR CAREER EXPLORATION WHICH EMPHASIZE FREEDOM OF CAREER CHOICE WITHOUT REGARD TO TRADITIONAL SEX OR ETHNIC STEREOTYPING

OBJECTIVE		ACTIVITY		EVALUATION
3. Provide advising and information on overcoming sex bias.	3.1	Provide information on sex bias, sex discrimination, non-traditional careers, and other related information. This will be coordinated with Gender Equity Coordinator.	3.1	Maintain resource library and research files.
	3.2	Provide individual information by appointment and on a drop-in basis.	3.2	Student files will be maintained.
	3.3	Referrals will be made for on-campus and community resources and support services.	3.3	Student files will indicate referrals.
	3.4	Non-traditional careers information will be made available in the Career Planning and Placement Center/Re-Entry Services Center.	3.4	Information is available for review.
	3.5	Re-Entry will work with Career Planning and Placement Center to orient students to vocational options and resources, as well as inventories to help assess and focus on career goal and academic program.	3.5	Student contact records contain verification of student interest and services provided.

GOAL III - PROVIDE RESOURCES FOR CAREER EXPLORATION WHICH EMPHASIZE FREEDOM OF CAREER CHOICE WITHOUT REGARD TO TRADITIONAL SEX OR ETHNIC STEREOTYPING

OBJECTIVE		ACTIVITY		EVALUATION
4. Student exploration of non-traditional careers will be encouraged.	4.1	Publicize on-campus and to community non-traditional jobs recruitment.	4.1	Job board and employment opportunities listings will be updated.
	4.2	Information on non-traditional jobs will be available at Re-Entry.	4.2	Re-Entry resources will be available for review.
5. Re-Entry Coordinator and the Gender Equity Coordinator can collaborate on Gender Equity Awareness projects.	5.1	Review Vocational Education Act (VEA) and Carl Perkins Act (CPA) for compliance.	5.1	Recommendations for compliance will be made.
	5.2	Develop a plan for expenditure of CPA funds.	5.2	Plans will be available for review.
	5.3	Participate in non-traditional job faires and workshops.	5.3	Maintain records.

GOAL IV - MAXIMIZE COMMUNITY OUTREACH FOR RECRUITMENT OF POTENTIAL STUDENTS

OBJECTIVE		ACTIVITY		EVALUATION
1. Provide a comprehensive marketing plan to inform community of Re-Entry services and programs at Sacramento City College that will meet the needs of non-traditional students.	1.1	Compile an informational packet for potential students which includes a "survival kit" ("How to Succeed in College," Guides for Non-Traditional Students, list of community referrals, support groups) campus resources, such as career center, assessment, financial aid, class schedule, Re-Entry brochure, description of Sacramento City College, newsletter, letter from the president.	1.1	Update packet as needed.
	1.2	Distribute to students and appropriate community agencies and organizations to keep on file for referrals and to display in office.	1.2	Keep a record of distribution.
2. Develop community relations program for recruitment of potential students.	2.1	Make a list of target groups, such as: minority groups, men's groups, YWCA, NOW, correctional facilities, government agencies, political groups, single parent groups, and women's organizations.	2.1	Maintain a resource list and files on target groups.
	2.2	Set up calendar and meet with potential students to discuss Sacramento City College programs and services, educational and vocational options.	2.2	Maintain list and files of targeted groups (e.g., HUD, American Business Women's Association, Migrant Childrens Education).

GOAL IV - MAXIMIZE COMMUNITY OUTREACH FOR RECRUITMENT OF POTENTIAL STUDENTS

OBJECTIVE		ACTIVITY		EVALUATION
2. Develop community relations program for recruitment of potential students.	2.3	Re-Entry specialist will speak to community groups upon request, in order to educate the community about the services of the Re-Entry Center.	2.3	List of speaking engagements available upon request.
	2.4	Re-Entry will be represented at community events; no more than one per month.	2.4	Maintain calendar of event relevant to Re-Entry students.
	2.5	Re-Entry will coordinate two workshops or events held at Sacramento City College, but open to the community (Blisters for Sisters, Trade Faire).	2.5	Maintain calendar of events.
	2.6	Re-Entry Services will acquire membership in two to four Sacramento associations and community organizations for networking purposes; and exchange of information about services (e.g., Single Parent Task Force, YWCA, Sacramento Women's Network).	2.6	Maintain record of appropriate organizations.
	2.7	Re-Entry will co-sponsor two events, workshops or conferences with different community organizations and services.	2.7	Maintain records of attendance and participant evaluations.

GOAL IV - MAXIMIZE COMMUNITY OUTREACH FOR RECRUITMENT OF POTENTIAL STUDENTS

OBJECTIVE		ACTIVITY		EVALUATION
2. Develop a community relations program for recruitment of potential students.	2.8	Re-Entry will acquire memberships in statewide organizations, such as California Advocates of Re-Entry Education (C.A.R.E.) in order to receive newsletters and keep apprised of conferences and updated information on Re-Entry concerns, such as child care, divorce laws, single parent issues, and new legislation.	2.8	Newsletters and information kept on file.
3. Coordinate public relations and media campaign for community awareness of Re-Entry Services.	3.1	Organize and establish a media campaign, via articles in local newspapers and newsletters; and four to six interviews on cable and TV talk shows per year.	3.1	Maintain publicity file.
	3.2	Coordinate comprehensive outreach and recruitment effort with Sacramento City College Public Information Officer, Sacramento City College Community Relations and Outreach Committee, and Marketing Committee.	3.2	Maintain records.
4. Coordinate a comprehensive campus relations campaign.	4.1	Collaborate with other campus programs/services and groups such as Project Gold and Puente in making presentations to community groups.	4.1	Maintain calendar and list of presentations.

GOAL IV - MAXIMIZE COMMUNITY OUTREACH FOR RECRUITMENT OF POTENTIAL STUDENTS

OBJECTIVE		ACTIVITY		EVALUATION
4. Coordinate a comprehensive campus relations campaign.	4.2	Sensitize faculty and staff to unique needs of Re-Entry students through four workshops and presentations.	4.2	Maintain records and receive feedback from participants in order to increase students referrals.
	4.3	Write monthly newsletter of Re-Entry calendar of events, and success stories to be distributed on campus to staff, faculty and students.	4.3	Maintain files.
	4.4	Coordinate with Sacramento City College Express and Media Services for ongoing coverage of Re-Entry activities.	4.4	Maintain articles and video tapes for review.
	4.5	Write and produce a promotional video for both campus and community use.*	4.5	Maintain articles and video tapes for review.
	4.6	Invite alumni to be involved in presentations, fundraising, advisory committee.	4.6	Record of correspondence sent and responses.
5. The Re-Entry Program will participate in campus and city-wide Women's History Month Projects.	5.1	Establish an ad-hoc on-campus Women's History Month Planning Committee.	5.1	Maintain member list for review.
	5.2	Committee will meet on a regular basis to establish goals of project and implement project at Sacramento City College.	5.2	Maintain minutes of meetings for review.

*Note: Will require additional staff and resources.

GOAL IV - MAXIMIZE COMMUNITY OUTREACH FOR RECRUITMENT OF POTENTIAL STUDENTS

OBJECTIVE		ACTIVITY		EVALUATION
5. The Re-Entry Program will participate in campus and city-wide Women's History Month Projects.	5.3	Invite community groups and Sacramento City college alumni to support and participate in on-campus Women's History Month activities.	5.3	Maintain records.
	5.4	Coordinate activities to take place at Sacramento City College during Women's History Month (with Student Development and other college instructional staff, administrators and support services).	5.4	Maintain records of Women's History Month activities for review.
6. Communicate regularly with staff members at other area colleges to coordinate activities directed toward Re-Entry students in the Los Rios District.	6.1	Sponsor and attend periodic meetings of Re-Entry staff from each Los Rios campus (Sacramento City College, American River College, Consumnes River College), California State University Sacramento, and University of California Davis to address the needs of RE-Entry students, collaborate on projects, share ideas and information, and discuss problems and potential solutions.	6.1	Meeting minutes will be maintained for review.
	6.2	Representatives from local colleges will be asked to help publicize those activities.	6.2	Flyers and other forms of communication will be available for review.

GOAL V - PROVIDE PROGRAM MANAGEMENT SUPPORT NECESSARY FOR THE SUCCESSFUL IMPLEMENTATION OF THE PROGRAM

OBJECTIVE		ACTIVITY		EVALUATION
1. Provide a well-staffed Re-Entry Center with qualified personnel sensitive to Re-Entry concerns.	1.1	Provide job descriptions for all staff.	1.1	Written descriptions available for review.
	1.2	Establish a full-time Re-Entry Specialist position on an 11 month basis.*	1.2	Will be evaluated periodically according to district policy.
	1.3	Set up a graduate counseling intern program.*	1.3	Personnel will be periodically evaluated.
	1.4	Establish a full-time Clerical staff position.*	1.4	Evaluate according to district policies.
	1.5	Designate a Sacramento City College Counselor(s) for 20 hours per week on appointment basis and some walk-ins for Re-Entry concerns.	1.5	Periodic review by Assistant Dean of Counseling.
	1.6	Hire student help 40 hours per week, to assist in operation of Center; update files and referrals, answer phones, and follow-up with students.*	1.6	Periodic evaluation by specialist.
	1.7	Extend hours of operation to two evenings a week to accommodate needs of evening students.*	1.7	Keep records of number of student utilizing services.

*Note: Will require additional staff and resources beyond current allocation.

GOAL V - PROVIDE PROGRAM MANAGEMENT SUPPORT NECESSARY FOR THE SUCCESSFUL IMPLEMENTATION OF THE PROGRAM

OBJECTIVE		ACTIVITY		EVALUATION
1. Provide a well-staffed Re-Entry Center with qualified personnel sensitive to Re-Entry concerns.	1.8	Train staff to meet needs of multi-ethnic and multi-cultural Re-Entry students.	1.8	Ongoing training and staff development.
	1.9	Train staff to ensure proficiency.	1.9	Ongoing training and staff development.
2. Provide adequate facilities to accommodate needs of Re-Entry students.*	2.1	Provide office for specialist.	2.1	Assess needs periodically.
	2.2	Provide a resource center that is large enough to house bulletin boards, library, brochures, research material, tables, and chairs.	2.2	Maintain records.
	2.3	Provide a Support Center Facility for group interaction and an environment for others in transition to share common concerns.	2.3	Schedule time in a student's "common room" for Re-Entry groups.
3. Establish budget plan.	3.1	A comprehensive system of planning and expenditures will be maintained. System will be developed and reviewed by the Assistant Dean of Counseling and Student Development and the Associate Dean of Occupational Education.	3.1	Completed budget.

*Note: Will require reallocation and probable renovation of existing facility.

GOAL V - PROVIDE PROGRAM MANAGEMENT SUPPORT NECESSARY FOR THE SUCCESSFUL IMPLEMENTATION OF THE PROGRAM

OBJECTIVE		ACTIVITY		EVALUATION
3. Establish budget plan.	3.2	Initial participation in and coordination of funding will be developed by the Assistant Dean of counseling and Associate Dean of Vocational Education, as requested by the Chancellor's Office.	3.2	Project proposals will be submitted in accordance with college timelines.
4. Explore additional funding sources to augment existing funds.*	4.1	Contact Sacramento organizations, business and industry, and Sacramento City College alumni for private monies for Re-Entry scholarships, materials, and emergency loans.	4.1	Record of contracts and correspondence follow-up activities will be maintained .
	4.2	Request as appropriate of additional monies, such as Matriculation, Vocational Education, Sex Bias, and other public funding sources.	4.2	Records of requests through the established campus process.
5. Develop accountability and documentation of Program Activities.**	5.1	Upgrade to computer maintained records.*	5.1	Records available for review.
	5.2	Re-Entry and Discover intake forms will be developed and updated as necessary. Information will be for the purpose of determination of eligibility under Carl Perkins Act (CPA) displaced Homemakers/Single Parents and Overcoming Sex Bias funding categories.	5.2	Forms will be available for review.

*Note: Initiating grant proposal will require district approval.
**Note: Requires allocation of additional resources.

GOAL V - PROVIDE PROGRAM MANAGEMENT SUPPORT NECESSARY FOR THE SUCCESSFUL IMPLEMENTATION OF THE PROGRAM

OBJECTIVE		ACTIVITIES		EVALUATION
5. Develop accountability and documentation of Program Activities.	5.3	Individual confidentiality will be maintained. Student contact forms will be kept in the Re-Entry Office.	5.3	Maintain records.
6. Establish Re-Entry Advisory Committee to plan, implement and help evaluate Re-Entry Services.	6.1	Advisory committee will include representatives from Sacramento City College faculty, administrators, student and staff, as well as the community.	6.1	Membership list will be maintained.
	6.2	The responsibilities will include:	6.2	Minutes will be on file for review.
		a. Identifying problems relating to issues and concerns of Re-Entry students.		
		b. Make recommendations for program improvement.		
		c. Provide input on goals and objectives to be offered and implemented in keeping with school policies, which will enhance Re-Entry programs and services.		
		d. Make suggestions for each semester calendar of events.		

GOAL V - PROVIDE PROGRAM MANAGEMENT SUPPORT NECESSARY FOR THE SUCCESSFUL IMPLEMENTATION OF THE PROGRAM

OBJECTIVE	ACTIVITY	EVALUATION
6. Establish Re-Entry Advisory Committee to plan, implement, and help evaluate Re-Entry Services.	6.2 The responsibilities will include: e. Form subcommittees to address specific areas such as Women's History Month, fund raising, community outreach and recruitment, Mentor Program. f. Evaluate overall program and comprehensive plan.	6.2 Minutes will be on file for review.
	6.3 The Career Planning and Placement/Re-Entry Coordinator will chair quarterly committee meetings.	6.3 Agenda and minutes will be available for review.

RE-ENTRY SUCCESS STORIES

"What does Mae want to do with her life?"

Mae Johnson
Pre-Nursing Student

As a re-entry student coming back to school was really hard: My study habits needed to be cultivated and time had to be found to study.

About 2 years ago I found it necessary to take a long, hard look at me. "What does Mae want to do with her life?" One result of this self-examination was a decision to come back to school and explore the options in the medical field.

Re-entry Services helped me with finding a job, helped my self-esteem by showing me how far I have already come, and supported mu struggles with juggling being a student, mother, homemaker, wage earner and somehow keeping my sanity.

"... the most important ingredient in my success story is the support I received"

Linda M. Hardy
MET Student
Trade Faire participant

When I first looked at SCC, I didn't realize the opportunity that it was offering me. After a divorce, and a baby, I wasn't sure what to do with my life, so I enrolled at SCC urged by my mom, my aunt, my brothers, and sister, who all graduated from SCC, to get a degree. I was scared and wasn't sure what classes to take, not to mention what to do with my 7 month old baby while I was going to school. One of the counselors took time to tell me, "This class is good, so is this one." Her encouragement gave me the courage to actually enroll. I didn't think I could do it.

After a semester of required classes and making the Dean's Honor roll, I enrolled in the Mechanical Electrical Technology Program. It is a certificated program that is known both state and nationwide for its excellence in technology, and I know personally 8 people who have completed the program and are now employed in various positions of responsibility in State, City, County, and private Industry. They really encouraged me to try M.E.T. and see if I liked it. I was again, unsure of myself, and afraid that I wouldn't enjoy the field. I truly believe, that without my own group of supporters, I wouldn't have tried out M.E.T. I am doing well and I am starting my second year of M.E.T. I will graduate with an A.S. Degree and my Certificate of Completion in 1990. I believe the most important ingredient in my success story is the support I received from the individuals both on and off campus, to just try....

"...Re-Entry is one of the most vital services on campus."

Thank you
Michael Hubbard
Scholarship Recipient

My education was a short one. I dropped out of high school at the age of 17. I joined the Navy and was discharged 8 years later in February, 1979. I attended a private college for minister. I graduated with honors. I felt this was because of my intense interest in this subject.

I came to City College to upgrade my degree to a bachelors. Because of being a high school drop-out, I felt that I would be a college drop-out also. Mrs. Moralez was teaching one of my classes, "College Success." Later I found out she was a counselor. She kept me on the straight and narrow. I was only attending college for my V.A. benefits. She encouraged me to go further than a paycheck, "Get your degree, don't waste your time," is what she would always tell me. There was time when the money wasn't there for books or registration. Yet, somehow, with Mrs. Moralez's help, I stayed in school.

Because of Re-Entry and Mrs. Moralez, I have obtained three scholarships - (Mike Brickly - $300, Dorothy Fong - $250, Sac City Memorial - $250.) Plus I have been on the President's list of honors twice. My grades at City College have always been great, because someone cared. My only mistake was not using the Re-Entry program to it's fullest.

The Re-Entry Program is one of the most vital services there is on campus. This along with the counselors and their hard work.

Having seen my errors in the Re-Entry program, I've personally been recommending returning (re-entry) students to use this vital service.

Please - please, don't cut back this service. It is a vital one. If you would allow me to make two suggestions:

FIRST: make it mandatory that all "re-entry" student check into this office. this will save them heartaches and headaches. And there will probably be less drop-outs or more enrollment for re-entry students.

SECOND: to me this is a must for any student who has been out of school for more than 3 years. Make the college success class a mandatory class. This will cause their grades to be higher and lessen their fear of school.

"...My maturity is an asset..."

Ms. Kini
BA maybe '92
47 1/2 years,
mother of five

Approximately one year ago I realized I was on the verge of becoming a displaced homemaker. My youngest child would be turning 18 in July of 1988. I would lose what little AFDC benefits we were receiving. Thus, I was looking at the being homeless - no income, jobless - no means to provide a home, and alone - the boys were talking about moving out. As a disabled, middle-aged female, it has been increasingly difficult to find steady employment and to command a decent wage. A brochure from the Early Childhood Education (ECE) program at SCC was given to me and as a result - here I am.

Becoming a college student has given me income (financial aid/work study), a job (being full time student), and lots of new friends. I am enrolled in the ECE Child Care Center Director Certificate Program (2 yrs) and also completing my general education requirements. Upon completion I will be able to find work where my maturity is an asset, as are the skills I've developed while raising a family. My disability will not be an issue and, in fact, will actually increase my hireability if the center is federally funded. After finding work in my field I will return to CSUS and get my BA degree in Art then work for my Masters. My long range goal is to be a teacher at the University level.

There is a strong support system at SCC for me as a Re-Entry student and I am taking advantage of many of the special services being offered. These include participation in the Sacramento Women's Network Trade Faire as a student/business woman.

Returning to school has opened up new options and the safe environment to explore them. there is a new focus in my life--me--and I have a future!

STUDENT PERSONNEL ASSISTANT
RE-ENTRY CENTER
(Temporary Position)

DEFINITION

Under general supervision of the Assistant Dean/Counseling, or other appropriate administrator, serves as a staff assistant in providing student personnel assistant services and information on college programs to returning students.

TYPICAL DUTIES

Serve as liaison with appropriate community agencies; coordinate re-entry workshops; refer students to appropriate on and off campus services; represent college at appropriate community functions; assist students with computer aided career search; resume writing and interviewing techniques; assist students in developing education and career goals through use of Career Center facilities; assist with publication of periodic campus-wide newsletter; assist in the development and maintenance of ongoing support groups for students; provide job placement assistance; provide information on college academic programs, registration and admissions procedures; assist students in evaluating education options; maintain records and make periodic reports; may assist in the operation of the Career Planning and Placement Center as needed; performs general office duties; performs related duties as required.

QUALIFICATIONS

KNOWLEDGE OF

Campus and community procedures and services; current issues affecting re-entry students; college programs and student services; career information systems, record keeping, report writing, and general counseling center procedures; knowledge of computers helpful.

ABILITY TO

Relate well to people; communicate well orally and in writing; maintain cooperative relationships; speak to large groups; accept assigned procedures toward completion of tasks; maintain confidentiality of sensitive material; compile data and prepare reports.

EXPERIENCE

One year as a tutor, peer advisor, or related experience in an educational or community service agency.

EDUCATION

Completion of two years of college education. (A Bachelor's Degree is desirable.)

SACRAMENTO CITY COLLEGE

POSITION DESCRIPTION
(NEW)

I. POSITION TITLE*

Re-Entry Services Specialist
This will be a full-time, permanent position.

II. POSITION DEFINITION

A. Experience Required

This position requires educational and vocational advising experience, prior work with community services. Experience coordinating workshops and conferences; community and public relations background.

B. Scope of Assignment

Function as coordinator of the Re-Entry Services Center: provide academic and educational information; personal advising; organize workshops; act as liaison with appropriate community agencies; refer students to off-campus services; represent college at appropriate community functions; assist students with development of skills in job search, resume writing, and interview techniques; assist students in developing educational and career goals through use of Career Center facilities; write campus-wide newsletter; develop and maintain ongoing support group for students; provide job placement assistance; provide information on college academic programs, registration and admissions procedures; assist student in evaluating options; maintain records of contacts; assist in the operation of Career Planning and Placement Center as needed; supervise support staff; perform all duties under the general supervision of the Assistant Dean of Counseling or designee.

C. Assist in the planning, development, and implementation of innovative career planning/vocational counseling programs.

1. Consult with faculty and other Student Services personnel in the development of programs designed to facilitate career planning for students, including special seminars and workshops, to encourage re-entry students from the community to come to Sacramento City College, as well as improving the retention ratio of currently enrolled students.

2. Assist in the planning and development of proposals and grant awards for Re-Entry programs, and coordinate the implementation of such programs.

3. Seek to obtain scholarships for Re-Entry students.

4. Coordinate data collection for final reports, write monthly and yearly reports using appropriate statistics, and evaluation methods.

5. Assist with retention by establishing a follow-up program of Re-Entry contacts.

III. AUTHORITY RELATIONSHIP

A. Direct Supervisor:

Assistant Dean of Counseling, or designee

B. Positions Supervised:

Clerical and Student staff

IV. SPECIFIC QUALIFICATIONS FOR RE-ENTRY SPECIALIST

A. A Bachelor's Degree in Social Sciences or related fields.

B. Experience coordinating workshops and conferences.

C. Two years experience in related agencies.

V. DESIRABLE QUALIFICATIONS

A. Community or public relations; promoting programs and speaking to large groups.

B. Specific training and/or experience in career/vocational counseling, including values clarification, decision making, skills identification, career information systems, and job search techniques.

C. Knowledge of community procedures and services; current issues affecting Re-Entry students; and report writing.

D. One year, full-time experience, including experience with Re-Entry students in a post-secondary institution, or a community agency.

*Note: This position requires administrative and union approval.

SACRAMENTO CITY COLLEGE

POSITION DESCRIPTION
(NEW)

I. POSITION TITLE*

Counselor/Re-Entry Program
Coordinator/Gender Equity Activities

II. POSITION DEFINITION

A. Level of Assignment

This position is professional and certificated; it requires specific education and experience in the career planning and vocational counseling of Re-Entry students.

B. Scope of Assignment

Function as a Re-Entry Counselor with students in resolving their educational, vocational, and personal counseling needs, with specific emphasis on providing academic planning/vocational counseling.

C. Discretionary Scope of Assignment

Performs all duties with minimal supervision under the general direction of the Assistant Dean of Counseling and Student Development.

D. Supervisory Scope of Assignment

Supervise the work of interns from graduate counseling programs.

III. RESPONSIBILITIES

A. Maintain a program of academic, vocational and personal counseling for re-entry students.

1. Conduct individual and group counseling sessions for re-entry students and non-student member of the community on appointment/drop-in basis.

2. Provide academic planning/vocational counseling for re-entry students, focusing on non-traditional career opportunities and strategies for overcoming difficulties encountered in preparing for entry into these programs.

3. Select, train and coordinate students connected with the student counselor program, and interns from graduate counseling and social work programs.

4. Coordinate gender equity activities.

B. Maintain effective relationships with the Re-Entry Program, the Career Planning and Placement Center, and other segments of the educational community.

IV. SPECIAL CONDITIONS FOR RE-ENTRY COUNSELOR

A. May be required to counsel in other units of Counseling Services.

B. Maintain competency in the field of counseling through professional growth activities.

C. Participate as ad hoc member of vocational/technical advisory committees.

V. TIME COMMITMENT

A. Four hours per day for scheduled or drop-in Re-Entry appointments and group counseling.

B. Workshops, as needed.

C. Support group -- one hour per week.

*Note: This position requires administrative and union approval.

July 1986

SPECIAL REQUIREMENTS FOR THE USE OF CARL D. PERKINS VOCATIONAL EDUCATION ACT FUNDS TO SERVE SINGLE PARENT/HOMEMAKERS AND TO ELIMINATE SEX BIAS, SEX STEREOTYPING AND SEX DISCRIMINATION

These funding areas require no match from the districts, and the districts have the latitude to determine which strategies will best further the intent of Public Law 98-524 (Carl D. Perkins Vocational Education Act) in their colleges. However to be eligible for Single Parent/Homemaker & Sex Bias funds, each district shall:

1. Insure that each college appoint a gender equity coordinator. This has been a requirement since 1979. However, there are some colleges that do not presently have anyone assigned. The person appointed should have the background/experience and sensitivity to the issues to provide appropriate leadership in these areas.

   The gender equity coordinator's salary may be supported from single parent/sex bias funds in direct proportion to the percent of time assigned to these duties. This is also true of clerical support for this position.

2. The Gender Equity Coordinator at each college shall be involved in planning activities that meet the intent of these funding categories. This position is also responsible for preparing and implementing a detailed written annual plan and final evaluation report.

3. The plans for use of Single Parent/Homemaker and Sex Bias funds should include the following:

   A. Detailed description of all activities planned for each funding category. This should include for each activity:

      1. Need and how it was determined.
      2. Target population(s).
      3. Expected outcomes.

   B. The name, address and phone number of the gender equity coordinator and the percent of time that person is assigned to the position.

4. All college gender equity coordinators shall attend a statewide training seminar planned by the Chancellor's Office. This training will be provided early in each school year. Five hundred dollars ($500) must be reserved for various conference and training activities for the coordinator.

The annual plans should be returned to the state Gender Equity Coordinator in the Chancellor's Office no later than September 30. The annual plan will be reviewed and approved as part of the review/approval of the annual application for federal vocational education funds.

The final evaluation report should be sent to the state Gender Equity Coordinator in the Chancellor's Office no later than November 1 of the following year. Information in the report will include the results of satisfying identified needs and obtained expected outcomes. The number of persons served will also be included. A format for the evaluation report is available from the state Gender Equity Coordinator.

SINGLE PARENT/HOMEMAKER

I. DEFINITION: STUDENTS TO BE SERVED

SINGLE PARENT "An individual who (A) is unmarried or legally separated from a spouse, and (B) has a minor child or children for which the parent has either custody or joint custody." (Carl D. Perkins Vocational Education Act)

HOMEMAKER "An individual who (A) is an adult, and (B) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills." (Carl D. Perkins Vocational Education Act)

II. INTENT OF FUNDING

This 8.5% setaside is intended to provide additional funding for the efforts begun for these populations under the Education Amendments of 1976, Title II, Vocational Education Act, so that such programs were not dropped at the onset of new legislation and to stimulate the development of new efforts targeting these populations. The intent of the law was not to provide resources for current adult programs which make no special attempt to ensure access for or to meet the special needs of these populations. Additionally, providing services/activities over & above those provided to the traditional student. It should also be kept in mind that the primary focus should be on those persons below the poverty level.

III. APPROPRIATE USES OF FUNDS

A. Outreach and assessment activities.

B. Guidance and counseling, including self-esteem, assertion, decision-making, and exploration activities.

C. Employability skills, including personal development skills.

D. Job development, placement, and follow-up.

E. Costs of providing additional hours of instruction.

F. Child care and transportation for single parent/homemakers to enable them to participate in vocational programs, services, and activities.

G. Special training programs for single parent/homemakers.

H. Support group meetings, seminars and conferences designed for single parent/homemakers that assist them to overcome problems that are obstacles to participation in vocational programs.

ELIMINATION OF SEX BIAS, SEX STEREOTYPING AND SEX DISCRIMINATION

I. INTENT OF FUNDING

The colleges shall utilize sex-affirmative strategies and practices to overcome bias, stereotyping, and discrimination, including efforts to recruit and retain students in classes not traditional to their sex.

This 3.5% setaside of funds is to provide the following:

1. Programs, services, and activities to eliminate sex bias and stereotyping in vocational education.

2. Vocational education programs, services,a nd activities, designed to enable the participants to support themselves and their families.

3. Support services for individuals participating in vocational education programs, services and activities; including dependent care services and transportation.

II. APPROPRIATE USES OF FUNDS

A. Special programs for students seeking careers non-traditional to their sex.

B. Support groups for students in classes not traditional to their sex.

C. Special programs that increase awareness of non-traditional occupations.

D. Role model presentations to students and trips to business and industry for students.

E. Exploration activities, including job-shadowing, mentoring, and career internships that expose student to non-traditional activities.

F. Identification of students interested or enrolled in non-traditional classes, including surveys and career interest activities.

G. Programs that teach females areas in which they are traditionally deficient, i.e.,, visualization, spacial relations.

H. Activities that show females the relationship between mathematics, science, and vocational/technical careers, including math/science conferences.

I. Special sessions and classroom activities on sex bias, sex stereotyping, and sex discrimination.

J. Special activities that increase the employability of females, i.e., job readiness.

K. In-service programs for teachers, counselors, work experience coordinators, and administrators, including instruction on teacher expectations of females and/or minorities.

L. Child care and transportation that will enable women to participate in vocational education programs, services, and activities.

M. Curriculum materials and media that have a primary focus on sex bias, stereotyping, and discrimination, non-traditional occupations, and decision-making/goal setting for females.

N. Special programs for males related to sex bias, stereotyping, and discrimination, and non-traditional occupations.

O. Programs that assist students in preparing for the dual roles of homemaker and wage-earner, male-female relationships, and the changing roles of male and females in the workplace and the family.

P. Elimination of sex bias and stereotyping in guidance and counseling, work experience, and job placement.

Q. Programs, activities, and materials on sexual harassment.

III. OUTCOMES TO BE ACHIEVED

Sex bias, sex stereotyping, and sex discrimination will be eliminated in programs, services, and activities related to vocational education and vocational guidance as measured by:

1. Attitudes of staff.

2. Perceptions of students pertaining to equal access.

3. Teacher and counselor expectations of student success.

4. Classroom and guidance materials.

5. School climate, including sexual harassment.

6. Increased numbers of student enrolling in programs non-traditional for their sex.

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